



## ELA DISTANCE LEARNING CENTRE

Student and teacher: Use this cover sheet for mailing or faxing.

V1 booklet 1

ELA 2104

**ENGLISH 20-2**

Unit 1: Introduction

**Response Booklet 1****FOR STUDENT USE ONLY**

Date Submitted:

(If label is missing or incorrect)

Time Spent on Unit:

File Number:

Unit Number:

**FOR ADLC USE ONLY**

Batch Number:

Assigned To:

Graded By:

Grading:

Date Unit Received:

**Student's Questions  
and Comments****Apply Label Here**

Name	Address	City/Town	Province	Postal Code
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*Please verify that preprinted label is for  
correct course and unit.*

**Teacher's Comments:****Teacher**

*These instructions are for students registered with the Alberta Distance Learning Centre.*

## **INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING RESPONSE BOOKLET**

When you are registering for distance learning courses, you are expected to submit Response Booklets regularly for correction. **Submit each Response Booklet as soon as you have completed it.** Do not submit more than one Response Booklet in one subject at one time. Before submitting your Response Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover completed and the correct course label attached?

### **MAILING**

#### **1. Postage Regulations**

**Do not enclose letters with Response Booklets.**

**Send all letters in a separate envelope.**

#### **2. Postage Rates**

**Take your Response Booklet to the post office and have it weighed. Attach sufficient postage and seal the envelope.** Response Booklets will travel faster if sufficient postage is used and if they are in envelopes that do not exceed two centimetres thickness.

### **FAXING**

1. Response Booklets may be faxed to the Alberta Distance Learning Centre. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

### **E-MAILING**

Response Booklets may be e-mailed to the Alberta Distance Learning Centre. Contact your teacher for the appropriate e-mail address.

# **English 20-2**

## **Response Booklet 1**

### **Advice:**

Your marks on this unit will be determined by your success on the assignments in this booklet. Your answers indicate of your understanding of the course.

- Before attempting to answer the assigned questions, please be sure you have read all the relevant directions and instructions in the course materials.
- Proceed **slowly** and **carefully** through the assignments.
- If you encounter difficulties, review the instructions pertaining to the particular section.
- If you are still having problems, please contact the course teacher at the Alberta Distance Learning Centre for assistance.
- The marks possible for each individual exercise is indicated.
- Good luck in your studies!

### **Warning:**

- Failure to complete all questions and/or poor responses due to obvious lack of effort may result in your teacher returning the Response Booklet marked “incomplete”. No grading will be awarded until such exercises are completed to the teacher’s satisfaction.
- Discussing various aspects of the course with others is encouraged, but all work submitted should be your own.
- **If the final exam score is vastly different from the assignment scores, the teacher has the discretion to assign a final mark based solely on the examination results.**

### **Our Pledge to You:**

Everyone at the Alberta Distance Learning Centre is committed to helping you achieve your educational goals. We happily assist students who are sincere in their desire to learn. We may be reached by phone, fax, e-mail, voice mail, postal mail, or in person.

Any journey consists of single steps; you have taken another by enrolling in this course. We want to help you successfully reach your destination.

## CANADIAN CATALOGUING IN PUBLICATION DATA

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The address is as follows:

<http://www.adlc.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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**You must ensure that all required materials are submitted.  
No marks can be given for incomplete or missing work.**

Order of Pages	Materials Required	(Student's Checkmark) <i>Is it Here?</i>	Points Possible	Points Received
1	ADLC Cover and this chart			
2	Section 1: Getting Started		10	
3	Section 2: Your Dreams		40	
4	Section 3: Cartoons and Interests		35	
5	RRSP		10	
6	Final Assignment: What Have I Accomplished?		5	
Total Score			100	

**Student's Declaration:**

I certify that I have included all materials required for marking.

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(Date)

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(Student's Signature)



## **English 20-2**

**Schedule      Name:** \_\_\_\_\_

<b>Assignment Booklet</b>	<b>Due Date I Have Set</b>	<b>Date Unit Sent to Teacher</b>	<b>Mark Received on Assignment</b>
1			
2			
3			
4			
5			
6			
7			
Midterm Exam (Basic Plus ONLY)			
Final Exam			

This page should be removed by the student and kept for personal use.



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**The assignments in English 20-2 require more thought and effort than those in English 10-2.** Expectations within the course increase. More is demanded of you in each new unit. Therefore, your marks will improve only if you “rise to the occasion”!

- ✓ Use your **Student Booklet** for full explanation of instruction and assignments.
  - ✓ This **Response Booklet** provides abbreviated wording of assignments and space for your polished work.

**Value**  
10

## Section 1: Getting Started

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## **Journal 1: Looking at *Communicate***

Your answer should be a paragraph using full sentences.

## **Journal 2: Looking at *Between the Lines***

Your answer should be a paragraph using full sentences.

## Section 2: Your Dreams

### Assignment 1: Dreams and Accomplishments

What accomplishments do you want to report to your classmates at your ten-year high school reunion?

	<b>Thought and Detail</b> <i>The student...</i>	<b>Writing Skills</b> <i>The student...</i>
<b>Excellent 5</b>	<ul style="list-style-type: none"> <li>expresses ideas confidently and creatively</li> <li>arranges ideas in paragraphs; uses precise examples</li> <li>creates impressive and perceptive composition</li> </ul>	<ul style="list-style-type: none"> <li>composes skillfully structured and fluent writing</li> <li>makes excellent word choices and uses variety in sentence structure</li> <li>creates writing free of significant mechanical errors</li> </ul>
<b>Proficient 4</b>	<ul style="list-style-type: none"> <li>expresses ideas thoughtfully</li> <li>arranges ideas in paragraphs; uses relevant examples</li> <li>creates easy-to-understand, competent composition</li> </ul>	<ul style="list-style-type: none"> <li>composes clear and generally fluent writing</li> <li>makes specific word choices and uses some variety in sentence structure</li> <li>creates writing nearly free of mechanical errors</li> </ul>
<b>Satisfactory 3</b>	<ul style="list-style-type: none"> <li>provides appropriate ideas</li> <li>arranges ideas in paragraphs; uses straightforward examples</li> <li>creates satisfactory and understandable composition</li> </ul>	<ul style="list-style-type: none"> <li>composes generally clear and effective writing</li> <li>makes adequate, general word choices and uses common sentences with some variety</li> <li>creates writing with few mechanical errors</li> </ul>
<b>Limited 2</b>	<ul style="list-style-type: none"> <li>provides superficial or underdeveloped ideas</li> <li>may not arrange ideas in paragraphs; uses vague and/or repetitive examples</li> <li>creates composition that causes some confusion</li> </ul>	<ul style="list-style-type: none"> <li>composes unclear and/or ineffective writing</li> <li>makes inappropriate, or imprecise word choices and many errors in sentence structure</li> <li>creates writing that has many mechanical errors disturbing communication</li> </ul>
<b>Poor 1</b>	<ul style="list-style-type: none"> <li>provides irrelevant, or undeveloped ideas</li> <li>does not arrange ideas in paragraphs; examples are inappropriate, or not present</li> <li>creates composition that is difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>composes frequently unclear writing lacking fluency</li> <li>makes confusing or inaccurate word choices and frequent errors in sentence structure</li> <li>creates writing that has frequent mechanical errors blurring communication</li> </ul>

Autobiography	Possible	Received
Thought and Detail	15	
Writing Skills	15	
<b>Total</b>	<b>30</b>	

## *Finished Work*

## *Finished Work*

## *Finished Work*

## Assignment 2: Oral Presentation

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RECORD your oral version on a cassette tape or other options outlined in **Unit 1 Introduction**; send it with your **Response Booklet**.

Use the following assessment guide to evaluate your oral presentation by completing **Areas of Strength** and **Areas for Improvement**.

- To improve your communication skills, you must first be aware of your strengths. Think of what you have done well in this activity.
- Consider the expectations of this assignment in which you would rate your achievement as ‘excellent’ or ‘proficient’.
- Then, you may identify a few skills on which to focus your efforts. Perhaps you realize some of your achievement is ‘limited’ or only ‘satisfactory’.
- You may see ways to improve, or you may be frustrated by not knowing what to do. You may want to use an English handbook or to ask the teacher for help.

Delivery	Received
<ul style="list-style-type: none"><li>• The speaker pronounces words accurately.</li><li>• The oral presentation is smooth and evenly paced.</li><li>• Volume, pitch, and breathing are controlled.</li><li>• The speaker uses voice effectively to emphasize important points.</li><li>• The speaker captures and maintains interest.</li></ul>	
<b>Areas of Strength:</b> I did well in this oral presentation by...	
<b>Areas for Improvement:</b> I can improve my next oral presentation by...	

If you are unable to record your presentation ask a supervisor, parent, or partner to complete the evaluation and sign it.

Evaluator's Name:	Relationship to Student:
(Please print)	
Evaluator's signature:	
Evaluator's Phone Number:	

Value  
35

### **Section 3: Cartoons and Interests**

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## Assignment 1: Cartoons

- a. Read “Editorial Cartoons” in *Communicate*, pp. 28-29.
  
  - b. Select an editorial cartoon from a newspaper and attach it **HERE**.

- c. Apply the four strategies explained in “How to View an Editorial Cartoon” (*Communicate*, pp. 28-29) to your selected cartoon by completing the chart on the following page. Sample answers are provided for the cartoon on page 28 of *Communicate*.

Analyzing a Cartoon( Responses for “Sample Cartoon” are given in the Unit Booklet)

<b>Who or what is the subject of the cartoon?</b>	<b>What details (including the caption) led you to this conclusion?</b>	<b>What meanings do the objects suggest?</b>
Your Selected Cartoon		
<b>Is the cartoon humorous or serious?</b>	<b>What details (including the caption) led you to this conclusion?</b>	<b>What meanings are suggested by the details?</b>
Your Selected Cartoon		

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## Assignment 2: Interests

- a. View “Herman” in *Between the Lines*, page 168.
- b. Complete the following chart to show the connection of details with meaning.

What is the subject of the “Herman” cartoon?	What details (including the caption) led to this conclusion?	What meanings are suggested by each detail?
<ul style="list-style-type: none"> <li>• <i>conversation between father and child</i></li> </ul>		

Is the cartoon humorous or serious?	
What details (including caption) led you to this conclusion?	What meanings are suggested by the details?

- c. Using appropriate sentences, answer the following questions to show the connection between details and interests in the “Herman” cartoon.

- i. What does the newspaper suggest about the father’s interests?

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- ii. What does the comment about TV suggest about the child’s interests?

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### Assignment 3: Evidence of Interests

- a. Using specific details, describe a friend in his/her favourite clothes. This may be any situation with a casual outfit, a more formal outfit, or the daily ‘grunge’. You are to describe the “look” of your friend at any one time.

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- b. What interests of your friend are revealed by any three of those specific details.

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- c. What are the likely sources of these interests? Be as specific as you can.

### Journal 3: Considering Your Interests

You have considered your friend's interests; now, write about your own.

a. PLAN:

What are your favourite...?	Items	Reasons for these interests?
articles of clothing		
expressions		
activities		

- b. WRITE a composition about the expression of your interests.

**How are your interests expressed through your appearance and actions?**

Review the rubric for journals in **Unit 1 Introduction** to ensure that you meet the expectations for a quality composition.

**Value**  
10

**RRSP – Revision and Review for Success and Payment**

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## Combining Sentences

After studying the instruction given in the **Student Booklet**, complete the following assignments.

1. Rewrite the following composition to produce a more fluent paragraph.

Lacrosse is Canada's national game. I do not like it. If it is a national game, millions must enjoy watching or playing it. I know people who do not even know what lacrosse is. I know people who attend as many as fifty games a year. I should not generalize about the appeal of the game. I have never seen a game.

2. You are the editor...

Apply what you have learned about *combining sentences* to the composition you wrote in **Journal 3: Considering Your Interests**. Return to that assignment and choose two places where you could combine sentences to improve communication. Use a different coloured ink to show your improvements. (You do not need to rewrite your original composition.)

This sample shows two instances of combining sentences, using a paragraph you read earlier in this unit.

*In the chart, subject means a person, place, thing, or event—not a topic or idea. For example, a well-known person such as Britney Spears leads the viewer to think of*

**; whereas, a**

*popular music. □ A recognizable place such as the West Edmonton Mall suggests shopping and entertainment. A famous thing or landmark such as the Eiffel Tower*

**, but mentioning**

*suggests a French connection. □ Mentioning the destruction of the World Trade Center emphasizes the impact of that event on society.*

## Final Assignment: What Have I Accomplished?

The following rubric indicates the expectations and criteria for evaluation for this assignment in *metacognition*.

Possible	The student...	Received
Satisfactory 5 - 3	<ul style="list-style-type: none"><li>shows evidence of logical thinking</li><li>writes detailed and complete responses</li></ul>	
Limited 2 - 0	<ul style="list-style-type: none"><li>shows little evidence of logical thinking</li><li>writes inappropriate and/or incomplete responses</li></ul>	

- How involved did I become in these assignments? Why?

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- What risks did I take in these activities?

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- What have I noticed about the way I learn?

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- What have I done differently in this unit that I haven't done before?

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5. What will I do in the next unit to improve the way I read and write or what help do I want from my teacher to improve the way I read and write?

You are ready to celebrate your achievements and **send your work for grading**. You can proceed to *Unit 2: Determining Interests* in which you will learn about some of the influences that determine your interests.

End of Response Booklet 1







